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ABSTRACT

This compilation outlines the Council for Exceptional Children's basic commitments and responsibilities to exceptional children. The policies are intended to set the stage for emerging professional practices and procedures, providing a guideline for those who strive to provide quality education for exceptional learners. Professional policies are grouped according to the following general topics: (1) delivering an appropriate education; (2) coordinating responsibilities with government and community representatives; (3) responsibilities of the school administration; (4) school attendance; (5) creating an environment of support and accountability; (6) early childhood; (7) education of the gifted and talented; (8) managing communicable diseases and students with special health care needs; (9) community-based services; (10) testing; (11) ethnic and multicultural groups; and (12) career education and transition. (JDD)

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The Council for Exceptional Children

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The Council for Exceptional Children

CEC: Leading the Way

The Council for Exceptional Children (CEC) is the largest professional organization internationally committed to improving educational outcomes for individuals with exceptionalities. CEC accomplishes its worldwide mission on behalf of educators and others working with children with exceptionalities by advocating for appropriate government policies; setting professional standards; providing continuing professional development; and assisting professionals to obtain conditions and resources necessary for effective professional practice.

CEC: The Unifying Force of a Diverse Field

The Council for Exceptional Children, a private nonprofit membership organization, was established in 1922. CEC is an active network of 59 State/Provincial Federations, 900 Chapters, 17 Specialized Divisions, and 275 Subdivisions with reach in over 40 countries.

The CEC Information Center: International Resource for Topics in Special and Gifted Education

The Council for Exceptional Children is a major publisher of special education literature and produces a comprehensive catalog semiannually. Journals such as *TEACHING Exceptional Children* (published quarterly) and *Exceptional Children* (published 6 times per year) reach over 100,000 readers and provide a wealth of information on the latest teaching strategies, research, resources, and special education news.

CEC is pleased to provide these *Policies for the Delivery of Services to Exceptional Children* as a guide for CEC members and others who work with exceptional children.

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CEC Policies for Delivery of Services to Exceptional Children

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Foreword

The Council for Exceptional Children (CEC), as the largest professional organization representing those individuals dedicated to improving the educational outcomes for children and youth with disabilities and those who are gifted, is pleased to provide you with a collection of professional policies. These policies outline CEC's basic commitments and responsibilities to exceptional children and are arranged by topical area.

This publication includes CEC professional policies grouped by the following general topics:

- Delivering an Appropriate Education
- Coordinating Responsibilities with Government and Community Representatives
- Responsibilities of the School Administration
- School Attendance
- Creating an Environment of Support and Accountability
- Early Childhood
- Education of the Gifted and Talented
- Managing Communicable Diseases and Students with Special Health Care Needs
- Community-Based Services
- Testing
- Ethnic and Multicultural Groups
- Career Education and Transition

CEC's professional policies depict what we, as an organization, believe and value. Such policies are not static, but rather are fluid and flexible, reflecting the everchanging aspects of the field. Our established, revised, and new policies set the stage for emerging professional practice and procedures, providing a guideline for professionals, parents, and other advocates who strive to provide quality education for exceptional learners. Note that CEC policies that originally used the term *handicap* have been changed to read *disabilities*.

The policies included in this publication are current as of the Delegate Assembly held at the 1994 CEC Annual Convention in Denver, Colorado. Please be advised that professional policies may be revised, added, or deleted in future convention meetings of the Delegate Assembly. Requests for revised policies or for reference materials about CEC's official policies should be directed to the Governance Coordinator, c/o The Office of the Executive Director, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091-1589.

Nancy Safer
Interim Executive Director

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Overview

Purpose

The Council for Exceptional Children is an association of professional and other persons whose principal purpose is to obtain optimal educational opportunity for all children and youth with exceptionalities. These children's needs differ sufficiently from other children's so that they require special educational and related services in addition to those presently available through regular education programs and other human service delivery systems. While the legal criteria that define children and youth with exceptionalities vary greatly from one governmental jurisdiction to another, The Council for Exceptional Children is primarily concerned about children and youth having sensory deficits, physical disabilities, mental retardation, behavioral disorders, communication disorders, special learning disabilities, multiple disabilities, gifts and talents, and children who are developmentally delayed or abused and neglected. Children and youth with exceptionalities are found in all communities regardless of socioeconomic or cultural factors. (Chapter 01, Para. 1)

Governmental Relations

Public policy legislation, litigation, appropriation, regulation, and negotiated agreements are the means by which children and youth with exceptionalities have been guaranteed the educational opportunities of our society. The Council is deeply committed to the effective implementation of existing public policy in the interest of children and youth with exceptionalities. In addition, The Council seeks extension and creation of public policy in a manner which will encourage and augment quality service programs at all governmental levels. To provide the scope and kind of services needed, The Council endorses public policies that strengthen and enhance instructional programs for all children and youth. While such general provisions should benefit the exceptional child, The Council believes that specific policy provisions are necessary to offer those children and youth with exceptional needs the opportunity to develop to their fullest potential. In carrying out its governmental activities, The Council will be guided by the policies adopted by its members and by the directives of its governance. (Chapter 01, Para. 2)

Advocacy by Members

The Council believes that all persons concerned about the education of children and youth with exceptionalities must initiate and maintain efforts to ensure that appropriate public policy is adopted, fully implemented, and enforced.

The Council recognizes that the provision of public services to children and youth with exceptionalities is a function of the governmental process. For this reason, The Council urges and supports the active involvement of its members in activities that will build greater awareness on the part of parents, communities, and governmental officials regarding the needs of children and youth with exceptionalities and will extend appropriate information to such bodies in their efforts to carry out the objectives of this policy statement.

The Council believes that it is the responsibility of all persons concerned about the needs of children and youth with exceptionalities to continually seek to improve government provisions for their education. In this regard, The Council pledges its assistance in providing needed information and in helping to develop the necessary strategies to attain improvement of educational services for children and youth with exceptionalities.

In our democratic societies, we have created systems of law to protect the individual from the abuses of society, particularly from abuses of the

agencies established by society to serve its needs. In the attempt to provide what appear to be needed services, the rights of the individual may be overlooked. For this reason, The Council urges constant vigilance on the part of all persons engaged in the education of children and youth with exceptionalities to assure that the rights of these individuals and their families are understood and observed. The Council further suggests that all public programs and private programs utilizing public funds be open to review and that flexibility be provided to allow for judicial consideration of such matters. (Chapter 01, Para. 3)

Accessibility

The Council for Exceptional Children provides a physical and emotional environment that is sensitive to the needs, feelings, and opinions of persons with varying mobility and communication needs. CEC makes special efforts to encourage the participation of members with exceptionalities in its activities and the utilization of its services. The Council for Exceptional Children:

a. Identifies CEC members and other professionals with exceptionalities who would make use of communication, accessibility, and mobility resources.
b. Facilitates communication between professionals with exceptionalities and CEC headquarters staff.
c. Orients CEC members and headquarters staff to the needs of professionals with exceptionalities.
d. Informs professionals with exceptionalities about the resources available through CEC to enable their equitable participation in all CEC activities.
e. Guarantees that all CEC-sponsored activities are conducted in accessible and usable facilities and communication modes to ensure full and equitable participation of professionals with exceptionalities. (Chapter 01, Para. 4)

The Council for Exceptional Children. (1993). *CEC Policy Manual*, Section Three, part 1 (p. 2). Reston, VA: Author.

Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

Delivering an Appropriate Education

Education Is the Right of All Children

The principle of education for all is based on democracy's philosophical premise that every person is valuable in his or her own right and should be afforded equal opportunities to develop his or her full potential. Thus, no democratic society should deny educational opportunities to any child, regardless of the child's potential for making a contribution to society. Since the passage of the first public school laws in the mid-19th century, this principle has received general endorsement and qualified execution. While lip service has been paid to the intent of the principle, various interpretations of the terms "education" and "all children" have deprived many children of their rights.

The ordinary educational opportunities provided by the schools have tended to neglect or exclude children with unusual learning needs: the gifted and talented; those having sensory deficits, physical disabilities, mental retardation, behavioral disorders, communication disorders, specific learning disabilities, or multiple disabilities; and children who are developmentally delayed or abused and neglected. These children need special education and, in order to be able to benefit fully from this education, they need the opportunity to view themselves as acceptable to society. They need stable and supportive home lives, wholesome community interactions, and the opportunity to view themselves and others in a healthy manner.

Because of their exceptionality, many children need to begin their school experiences at an earlier age than is customary; many need formal educational services well into adulthood; and many require health and social services that are closely coordinated with school programs. Meeting these needs is essential to the total development of children with exceptionalities as individuals and as members of society.

For some decades now, educators and schools have been responding to the challenges of educating children with exceptionalities. Still, not all children are being provided for fully; the intellectually gifted child, for example, and many other children who need highly specialized services are not receiving them. The community should extend its demand that school personnel learn to understand and serve the individual needs of these children as well as those more easily accommodated in the educational system. The surge of interest among educators in individualizing instruction hopefully will mean more sensitivity to the educational needs of all children, and particularly those with special needs.

Programs for children and youth with exceptionalities should be varied in nature and conducted in a variety of settings, depending on the individual needs of the child, the child's family, and the community. It is The Council's belief that society should have the legal responsibility to extend the opportunity for every individual to be educated to the full extent of his or her capacities, whatever they may be or however they may be attenuated by special circumstances. There is no dividing line that excludes some children and includes others in educational programs. Clearly, every exceptional child has the right to a free appropriate public education that may not in any instance be compromised because of inadequacies in the educational system or existing public policies. (Chapter 02, Para. 1)

The Relationship Between Special and Regular School Programs

Special education is an integral part of the total educational enterprise, not a separate order. In any school system, special education is a means of enlarging the capacity of the system to serve the educational needs of all children.

The particular function of special education within the schools (and the education departments of other institutions) is to identify children with unusual needs and to aid in the effective fulfillment of those needs. Both regular and special school programs play a role in meeting the educational needs of children with exceptionalities. A primary goal of educators should be to help build accommodative learning opportunities for children with exceptionalities in regular educational programs. In the implementation of this goal, special education can serve as a support system, and special educators can assist regular school personnel in managing the education of children with exceptionalities.

When the special placement of a child is required, the aim of the placement should be to maximize the development and freedom of the child rather than to accommodate the regular classroom.

Special education should function within and as a part of the regular, public school framework. Within this framework, the function of special education should be to participate in the creation and maintenance of a total educational environment suitable for all children.

From their base in the regular school system, special educators can foster the development of specialized resources by coordinating their specialized contributions with the contributions of the regular school system. One of the primary goals of special educators should be the enhancement of regular school programs as a resource for all children. (Chapter 03, Para. 1)

Administrative Organization

The system of organization and administration developed for special education should be linked with regular education (a) to increase the capability of the total system to make more flexible responses to changes in the behavior of individual pupils and to changing conditions in schools and society, and (b) to permit all elements of the system to influence the policies and programs of the others.

Special education must provide an administrative organization to facilitate achievement for children with exceptionalities of the same educational goals as those pursued by other children. This purpose can be achieved through structures that are sufficiently compatible with those employed by regular education to ensure easy, unbroken passage of children across regular-special education administrative lines for whatever periods of time may be necessary, as well as by structures that are sufficiently flexible to adjust quickly to changing task demands and child growth needs.

The major purpose of the special education administrative organization is to provide and maintain those environmental conditions in schools that are most conducive to the growth and learning of children with special needs.

Under suitable conditions, education within the regular school environment can provide the optimal opportunity for most children with exceptionalities. Consequently, the system for the delivery of special education must enable the incorporation of special help and opportunities in regular educational settings. Children should spend only as much time outside regular class settings as is necessary to control learning variables that are critical to the achievement of specified learning goals. (Chapter 03, Para. 2)

Scope of Program

Education for children and youth with exceptionalities requires the well-planned and purposeful coordination of many disciplines. Special education is a cross-disciplinary, problem-oriented field of services which is directed toward mobilizing and improving a variety of resources to meet the educational needs of children and youth with exceptionalities. (Chapter 03, Para. 3)

The Goal and Commitment of Special Education

The fundamental purposes of special education are the same as those of regular education: the optimal development of the student as a skillful, free, and purposeful person, able to plan and manage his or her own life and to reach his or her highest potential as an individual and as a member of society. Indeed, special education developed as a highly specialized area of education in order to provide children with exceptionalities with the same opportunities as other children for a meaningful, purposeful, and fulfilling life.

Perhaps the most important concept that has been developed in special education as the result of experiences with children with exceptionalities is that of the fundamental individualism of every child. The aspiration of special educators is to see every child as a unique composite of potentials,

abilities, and learning needs for whom an educational program must be designed to meet his or her particular needs. From its beginnings, special education had championed the cause of children with learning problems. It is as the advocates of such children and of the concept of individualization that special education can come to play a major creative role in the mainstream of education.

The special competencies of special educators are more than a collection of techniques and skills. They comprise a body of knowledge, methods, and philosophical tenets that are the hallmark of the profession. As professionals, special educators are dedicated to the optimal education of children with exceptionalities and they reject the misconception of schooling that is nothing but custodial care.

The focus of all education should be the unique learning needs of the individual child as a total functioning organism. All educators should recognize and accept that special and regular education share the same fundamental goals.

Special education expands the capacity of schools to respond to the educational needs of all students.

As advocates of the right of all children to an appropriate education, special educators affirm their professionalism. (Chapter 03, Para. 4)

Educational Environments for Exceptional Students

Special education takes many forms and can be provided with a broad spectrum of administrative arrangements. Children with special educational needs should be served in regular classes and neighborhood schools insofar as these arrangements are conducive to good educational progress. The Council believes that the goal of educating exceptional children with nonexcep-tional children is desirable if the individual program is such that it will enhance the exceptional child's educational, social, emotional, and vocational development.

It is sometimes necessary, however, to provide special supplementary services for children with exceptionalities or to remove them from parts or all of the regular educational program. It may even be necessary to remove some children from their homes and communities in order for them to receive education and related services in residential schools, hospitals, or training centers. The Council believes that careful study and compelling reasons are necessary to justify such removal.

The Council charges each public agency to ensure that a continuum of alternative placements, ranging from regular class programs to residential settings, is available to meet the needs of children with exceptionalities.

Children with exceptionalities enrolled in special school programs should be given every appropriate opportunity to participate in educational, nonacademic, and extracurricular programs and services with children who are not disabled or whose disabilities are less severe.

While special schools for children with exceptionalities and other separate educational facilities may function as part of an effective special educational delivery system, it is indefensible to confine groups of exceptional pupils inappropriately in such settings as a result of the failure to develop a full continuum of less restrictive programs. The Council condemns as educationally and morally indefensible the practice of categorical isolation by exceptionality without full consideration of the unique needs of each student, and the rejection of children who are difficult to teach from regular school situations. When insufficient program options exist and when decisions are poorly made, children with exceptionalities are denied their fundamental rights to free public education. In so acting, education authorities violate the basic tenets of our democratic societies.

Like all children, children with exceptionalities need environmental stability, emotional nurturance, and social acceptance. Decisions about the delivery of special education to children with exceptionalities should be made after careful consideration of their home, school, and community relationships, their personal preferences, and effects on self-concept, in addition to other sound educational considerations. (Chapter 03, Para. 5)

Inclusive Schools and Community Settings

The Council for Exceptional Children believes all children, youth, and young adults with disabilities are entitled to a free and appropriate education and/or services that lead to an adult life characterized by satisfying relations with others, independent living, productive engagement in the community, and participation in society at large. To achieve such outcomes, there must exist for all children, youth, and young adults a rich variety of early intervention, educational, and vocational

program options and experiences. Access to these programs and experiences should be based on individual educational needs and desired outcomes. Furthermore, students and their families or guardians, as members of the planning team, may recommend the placement, curriculum option, and the exit document to be pursued.

CEC believes that a continuum of services must be available for all children, youth, and young adults. CEC also believes that the concept of inclusion is a meaningful goal to be pursued in our schools and communities. In addition, CEC believes children, youth, and young adults with disabilities should be served whenever possible in general education classrooms in inclusive neighborhood schools and community settings. Such settings should be strengthened and supported by an infusion of specially trained personnel and other appropriate supportive practices according to the individual needs of the child.

Policy Implications

Schools. In inclusive schools, the building administrator and staff with assistance from the special education administration should be primarily responsible for the education of children, youth, and young adults with disabilities. The administrator(s) and other school personnel must have available to them appropriate support and technical assistance to enable them to fulfill their responsibilities. Leaders in state/provincial and local governments must redefine rules and regulations as necessary, and grant school personnel greater authority to make decisions regarding curriculum, materials, instructional practice, and staffing patterns. In return for greater autonomy, the school administrator and staff should establish high standards for each child, youth, and young adult, and should be held accountable for his or her progress toward outcomes.

Communities. Inclusive schools must be located in inclusive communities; therefore, CEC invites all educators, other professionals, and family members to work together to create early intervention, educational, and vocational programs and experiences that are collegial, inclusive, and responsive to the diversity of children, youth, and young adults. Policy makers at the highest levels of state/provincial and local government, as well as school administration, also must support inclusion in the educational reforms they espouse. Further, the policy makers should fund programs in nutrition, early intervention, health care, parent education, and other social support programs that prepare all children, youth, and young adults to do well in school. There can be no meaningful school reform, nor inclusive schools, without funding of these key prerequisites. As important, there must be interagency agreements and collaboration with local governments and business to help prepare students to assume a constructive role in an inclusive community.

Professional Development. Finally, state/provincial departments of education, local educational districts, and colleges and universities must provide high-quality preservice and continuing professional development experiences that prepare all general educators to work effectively with children, youth, and young adults representing a wide range of abilities and disabilities, experiences, cultural and linguistic backgrounds, attitudes, and expectations. Moreover, special educators should be trained with an emphasis on their roles in inclusive schools and community settings. They also must learn the importance of establishing ambitious goals for their students and of using appropriate means of monitoring the progress of children, youth, and young adults. (Chapter 03, Para. 6)

Individualized Education Programs

The creation and operation of a series of alternative settings for exceptional persons to live their lives and to develop to the greatest degree possible requires that service providers continuously strive to deliver the highest quality services possible. The Council believes that the central element for the delivery of all the services required by a person with an exceptionality must be an individually designed program. Such a program must contain the objectives to be attained, resources to be allocated, evaluation procedures and time schedule to be employed, and a termination date for ending the program and procedure for developing a new one. The process for developing an individualized program must adhere to all the procedural safeguards of due process of law and must involve the individual person and his or her family, surrogate, advocate, or legal representative. (Chapter 03, Para. 8)

Labeling and Categorizing of Children

The field of special education is concerned with children who have unique needs and with school programs that employ specialized techniques. As the result of early attitudes and programs that stressed assistance for children with severe disabilities, the field developed a vocabulary and practices based on the labeling and categorizing of children. In recent decades, labeling and categorizing were extended to children with milder degrees of exceptionality. Unfortunately, the continued use of labels tends to rigidify the thinking of all educators concerning the significance and purpose of special education and thus to be dysfunctional and even harmful for children.

Words such as "defective," "disabled," "retarded," "impaired," "disturbed," and "disordered," when attached to children with special needs, are stigmatic labels that produce unfortunate results in both the children and in the community's attitudes toward the children. These problems are magnified when the field organizes and regulates its programs on the basis of classification systems that define categories of children according to such terms. Many of these classifications are oriented to etiology, prognosis, or necessary medical treatment rather than to educational classifications. They are thus of little value to the schools. Simple psychometric thresholds, which have sometimes been allowed to become pivotal considerations in educational decision making, present another set of labeling problems.

Special education's most valuable contribution to education is its specialized knowledge, competencies, values, and procedures for individualizing educational programs for individual children, whatever their special needs. Indeed, special educators at their most creative are the advocates of children who are not well served by schools except through special arrangements. To further the understanding of and programming for such children, special educators as well as other educational personnel should eliminate the use of simplistic categorizing.

No one can deny the importance of some of the variables of traditional significance in special education such as intelligence, hearing, and vision. However, these variables in all their complex forms and degrees must be assessed in terms of educational relevance for a particular child. Turning them into typologies that may contribute to excesses in labeling and categorizing children is indefensible and should be eliminated.

In the past, many legislative and regulatory systems have specified criteria for including children in an approved category as the starting point for specialized programming and funding. This practice places high incentives on the labeling of children and undoubtedly results in the erroneous placement of many children.

It is desirable that financial aids be tied to educational programs rather than to children and that systems for allocating children to specialized programs be much more open than in the past.

Special educators should enhance the accommodative capacity of schools and other educational agencies to serve children with special needs more effectively. In identifying such children, special educators should be concerned with the identification of their educational needs, not with generalized labeling or categorizing of children.

Decisions about the education of children should be made in terms of carefully individualized procedures that are explicitly oriented to children's developmental needs.

To further discourage the labeling and categorizing of children, programs should be created on the basis of educational functions served rather than on the basis of categories of children served.

Regulatory systems that enforce the rigid categorization of pupils as a way of allocating them to specialized programs are indefensible. Financial aid for special education should be tied to specialized programs rather than to finding and placing children in those categories and programs. (Chapter 03, Para. 12)

The Council for Exceptional Children. (1993). *CEC Policy Manual*, Section Three, part 1 (pp. 3, 6-10). Reston, VA: Author.

Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

Coordinating Responsibilities with Government and Community Representatives

Government Responsibilities for Special Education in Intermediate and Local School Districts

Intermediate and local school districts carry major responsibility for the quality of educational services to children and youth with exceptionalities and for leadership and coordination with other agencies to achieve comprehensive child centered services. Intermediate and local school districts should provide continuing leadership for all educational services in the community, including participation in the financing of every education program in the district and of any program outside the district which serves children and youth with exceptionalities at the district's request.

The Council believes that school districts should be responsible for an annual review of children and youth with exceptionalities who are legal residents of the district to assure that their education is proceeding adequately, even though they may be receiving their educational services outside their district of residence. (Chapter 02, Para. 2)

State or Provincial Governments

The basic responsibility for guaranteeing an education to all children rests with state or provincial governments through their state or provincial education agencies; however, the fulfillment of this responsibility is effected in cooperation with federal and local education authorities. The Council believes that it is the responsibility of the state/province to guarantee each child comprehensive educational opportunities without cost to the child or the child's family. Special financial support should be offered to the intermediate and local districts or combinations of these units so that no excess local cost is involved in providing specialized quality programs, services, and facilities. While the cost of services for children and youth with exceptionalities varies greatly, such considerations should not affect the goal of optimal programming for every child. The Council believes that no financial incentive should be provided to encourage the adoption of a less than optimal education program. A particular responsibility of state/province governments is to provide progressive leadership and direction to coordinated state/provincial programs of special education and to provide coordination among the several departments of government other than education which may be called upon to serve children and youth with exceptionalities and their families. (Chapter 02, Para. 3)

Federal Governments of the United States and Canada

The Council believes the federal government should give major attention to guaranteeing educational opportunities to children and youth whose education has been neglected. The federal government has a responsibility for assuring that the rights of children with exceptionalities are not violated. Because education of children and youth with exceptionalities has, in general, been a neglected area, special categories of support should be directed to meeting their needs. Federal financial aid should be directed to state or provincial governments for the education of children with exceptionalities.

The federal government should provide for support of professional leadership in the field of special education with emphasis on assessment of needs, planning of needed programs, preparation of personnel, and research.

The federal government should provide financial support to colleges, universities, and other appropriate agencies to assist in operating programs to prepare all needed personnel to conduct comprehensive special education programs and services.

The federal government should provide financial support to school districts and combinations of school districts that wish to provide innovative or exemplary programs for children and youth with exceptionalities or that, for any reason, enroll an unusually high proportion of children and youth with special needs.

The federal government should provide major support to programs in the field of special education that serve regional or national needs such as the education of migrant children.

In instances where the federal government assumes primary responsibility for the education of a group of children (i.e., American Indian and Alaska Native children in Bureau of Indian Affairs operated and contracted schools and the education of dependents in Department of Defense schools and programs), it must also provide appropriate special education to these groups. As one means of accomplishing this goal, the Department of Interior, Bureau of Indian Affairs, should maintain a specific budget line item for special education and related services for children with exceptionalities. (Chapter 02, Para. 4)

Intergovernmental Planning

The success of the functions of federal, state/provincial, and local government requires close cooperative planning of a short- and long-term nature. Such planning requires excellence in communicative skills and facilities. Such plans for the education of children and youth with exceptionalities should form the basis for new and improved legislative and government policies at all levels of government. (Chapter 02, Para. 5)

Liaison with Other Agencies and Organizations

Children and youth with exceptionalities and their families require the services of many agencies that deal with their various needs. In most cases, individual agency efforts can be made more effective through a cooperative interagency and interdisciplinary approach whereby special education has a primary function for liaison with other agencies and organizations. This approach will not only encourage a consistent effort on the part of all concerned with the child's education and development, but will provide for joint establishment of the priorities and respective responsibilities for meeting the child's needs. Public policy should be encouraged at the state, provincial, and federal levels for a coordinated approach to multifunded projects under one application procedure to ensure comprehensive services to the child. Such policies should support and facilitate intergovernmental cooperation as well as interagency linkage. The Council encourages policies that promote a coordinated approach to planning for the needs of children and youth with exceptionalities and that strengthen the relationships of special education to public and private agencies providing services. The Council at all levels should consistently support a coordinated effort. (Chapter 05, Para. 1)

Public Participation

Administrative units at all levels of government responsible for providing leadership must have responsibility for developing policy regarding the education of children and youth with exceptionalities. However, such policy must reflect the thinking of all persons involved in the education of children and youth with exceptionalities. The Council believes that advisory committees can help government agencies assess problems, plan and set priorities, and develop and oversee policies regarding the education of children and youth with exceptionalities. The Council further believes that all policies involving education of children and youth with exceptionalities should be brought before recurring public and legislative scrutiny. (Chapter 05, Para. 2)

The School and the Family

Parents must have access to all available necessary information in order to be able to make optimal decisions about the child's education and to fulfill the family's obligations to the child.

As a means of strengthening special education programs, the parents of children with exceptionalities and organized community groups should

be given a responsible voice in educational policy formation and planning activities.

The primary consumers of educational services, the children, should not be ignored as a valuable resource in the evaluation of the organization and delivery of services.

As a means of strengthening the family in fulfilling its obligations to children with exceptional needs, the schools should provide educationally-related counseling and family services. In cases of clear educational neglect, the schools, through qualified professional personnel, should make extraordinary arrangements for educational services.

Access includes making information available at convenient times and locations and providing information in the parent's native language or mode of communication whenever necessary. (Chapter 05, Para. 3)

Private Sector

The private sector (nonprofit) has long played a significant role in the field of special education. The elements of the private sector (nonprofit) are varied and encompass the full gamut of levels of educational programs and services from preschool education through higher education, research, demonstration projects, personnel training, technology, and the development and production of media and materials. Increasingly, a working relationship has developed between the public and private sectors (nonprofit) regarding children and youth with exceptionalities.

The Council believes that private enterprise (nonprofit) can make major contributions to the development of adequate special education services. The Council urges cooperation between government and private enterprise (nonprofit) to meet the needs of children and youth with exceptionalities. The Council urges that legislation be flexible enough to allow administrative agencies to involve the private sector (nonprofit) in all aspects of program development.

The Council believes that the opportunity for all children to receive an education is a public responsibility, but that program operation of such services may be conducted in varied settings and through a variety of public and private (nonprofit) agencies. For this reason, The Council supports the development and provision of special services in both the public and private sectors (nonprofit) and the support for such services through public funds, under public control and supervision.

The Council believes that when children with exceptionalities receive their education in the private sector (nonprofit) as a matter of public policy, then the appropriate state public agency shall approve the education program and personnel in such facilities, certify that the program is appropriate to the child's educational needs and is provided at no expense to the child or his family, certify that the facility meets appropriate health and safety standards, and guarantee that all rights of children with exceptionalities and their families are maintained. (Chapter 05, Para. 4)

The Council for Exceptional Children. (1993). *CEC Policy Manual*, Section Three, part 1 (pp. 3-4, 16-17). Reston, VA: Author.

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Responsibilities of the School Administration

Responsibility Defined

Responsibility for administering special education programs should be clearly defined so that accountability for service effectiveness can be maintained.

In the administration of the special education system, it must be clarified (a) who is to be responsible for various functions and decisions and (b) what procedures can be developed to provide adequate protection of the individual child's rights. When services that are essential to the improvement of a child's condition are rendered under several administrative auspices, as is so often the case with children and youth with exceptionalities, which agent or agency is to be responsible for providing which aspects of treatment needs to be clearly defined at every level to produce the most effective outcomes for the child.

The major functions commonly assigned to administrators of special education programs include the following:

a. Establishing and maintaining effective ways of identifying children with special education needs.
b. Assessing the special needs of children to determine what kinds of special programs and services should be provided for them.
c. Planning and organizing an appropriate variety of interventions or program alternatives for children with exceptionalities.
d. Marshalling the resources needed to conduct a comprehensive program of special education.
e. Using direction, coordination, and consultation as required to guide the efforts of all those who are engaged in the special education enterprise.
f. Conducting evaluation and research activities to reflect new emphases and to incorporate new knowledge and constantly improve special instruction and the quality of special services.
g. Involving community representatives in planning programs to ensure their understanding and support.
h. Conducting programs for staff development, such as inservice or continuing education. (Chapter 04, Para. 1)

Leadership

The Council urges state/provincial and local education agencies to develop administrative structures on a policy-making level and to staff such programs with professionally qualified personnel who can provide dynamic leadership. Creative leadership at all levels of government is imperative for the development and improvement of programs for children and youth with exceptionalities. For this reason, The Council supports efforts to improve the quality of leadership and administrative operations in all phases of educational endeavor. (Chapter 04, Para. 2)

Administrative Hierarchy

Every school system should contain a visible central administrative unit for special education programs and services that is at the same administrative hierarchical level as other major instructional program units.

The parameters of regular and special education should be articulated so that children may be afforded equal educational opportunity through the resources of either or both instructional programs.

Such articulation should be achieved through sensitive negotiations between the responsible agents of both regular and special education who meet in full parity. To protect the rights of all children to equal educational opportunity, the policy-making bodies of school systems should include

administrators of both regular and special education.

Programs to meet the needs of children with exceptionalities are no less important than those designed to meet the needs of other children. The importance of programs to meet human needs should not be judged on the basis of the number of clients the programs are expected to serve. (Chapter 04, Para. 3)

Special Education and School Budgets

Success of all education programs is dependent on the provision of adequate funding. This is essentially true of programs for children and youth with exceptionalities. Often funding for such programs becomes buried in general budgeting procedures. In such cases, children and youth with exceptionalities do not have the opportunity to have their needs directly considered by the decision-making bodies of government. Therefore, The Council urges that efforts be undertaken to assure that budgetary provisions for children and youth with exceptionalities be clearly identified. The Council opposes general funding procedures that would circumvent direct aid to programs for children and youth with exceptionalities.

Since children with exceptionalities have the same rights to education as other children, the educational needs of children with exceptionalities cannot be delayed until the needs and service demands of the majority of children have been satisfied. Educational resources are always likely to be finite. The application of the principle of "the greatest good for the greatest number" to determine which children's needs shall be met first directly contradicts our democratic society's declared commitment to equal educational opportunity for all children. History confirms that the social injustices and ill effects that flow from the application of the majority-first principle to educational budgeting are too serious for this principle to be used in educational financing.

Children with exceptionalities constitute a minority of the school population. The programs serving them represent a comparatively high financial investment in relation to the numbers of children served. In some school systems, money allocated to special education is regarded as an alternative to the improvement of regular school programs. The climate of competitive interests thus produced can jeopardize the stability of special education services.

The interests of the community are ill served if competition for funds is conducted on the basis of special interests. What is needed, rather, is the cooperation of both regular and special educators to educate the public in the desirability of meeting the needs of all children without discrimination or favoritism.

There is every reason to believe that the public interest is best protected when the responsibility for the deployment of public resources is placed in the hands of persons who are qualified by training and experience to make the necessary judgments. Thus, special education should play an active role in determining how resources are to be allocated. However, the community has the ultimate responsibility to determine goals and to evaluate performance.

Resources should be allocated to special education on the basis of programs to be provided, not on the basis of traditional categorical incidence estimates.

The mandate to provide all children with equal educational opportunities requires that all educators, whether regular or special, be equally concerned with the funding of both regular and special education programs. No school system can fulfill the mandate if rivalries for dollars are permitted to supersede the needs of children. (Chapter 04, Para. 4)

The Council for Exceptional Children. (1993). *CEC Policy Manual*, Section Three, part 1 (pp. 15-16). Reston, VA: Author.

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School Attendance

Compulsory Services and Attendance

The provision for universal education of children in a democratic society has been translated as a commitment to providing educational opportunities for every child, whatever may be his or her socioeconomic status; cultural or racial origins; physical, intellectual, or emotional status; potential contribution to society; and educational needs. This commitment to every child thus includes a commitment to children with unusual learning needs and to those with outstanding abilities and talents. Although providing education for these children may require a variety of specialized services and instructional programs, some costly and some requiring radical innovations in traditional educational structures, there is no basis for including some children and excluding others where the principle of universal education is concerned.

Some of the specialized services that may be essential if children with exceptionalities are to attend school include the provision of specialized transportation, functional architectural environments, personalized equipment and aids, individualized instructional programs, and special education and support personnel. Certainly the fiscal requirements for such programs may be great; if they are not instituted and maintained, however, the cost of neglect is infinitely greater and must be borne mainly by the children as well as by their families, communities, and society as a whole.

The commitment to education for all encompasses the responsibility for providing special forms of education to children and youth with exceptional characteristics and needs. This responsibility extends to all types of exceptionalities, regardless of the degree to which a child may eventually be able to contribute to society. To this end, The Council supports efforts to eliminate exclusionary clauses in compulsory school attendance laws and other such laws and administrative practices which deny children and youth with exceptionalities the educational opportunity they require. (Chapter 02, Para. 6)

Maintenance of Attendance: School Exemption, Exclusion, Suspension, or Expulsion

The school's commitment to compulsory, universal education has often been circumvented by the indiscriminate use of exemption, exclusion, and expulsion. Children with exceptionalities have frequently been excluded from schools on the unacceptable grounds that they were uneducable, had undesirable characteristics, or disrupted the education of other children.

Legal decisions in recent years have emphasized the right of children to attend school unless their presence is provably harmful to others. Other decisions have enunciated the doctrine that children have a legal right to education and therefore cannot be excluded from all or part of school activities without legal procedures.

Although children are normally exempted from school for routine reasons of illness or family arrangements, long-term exemptions should be permitted only under extraordinary conditions and should be under continual review.

Since no child's right to an education may be legally abrogated, the exclusion of any child on the ground that no facilities are available for that child cannot be tolerated. For several decades, the trend in state and provincial laws has been to develop special education services at local levels. Special programs for a small number of children with exceptionalities that may seem impractical can often be made possible by innovative approaches and uses of available regular and consultative personnel.

Policy: The exemption, exclusion, suspension, or expulsion of children from all or part of school activities should not be permitted except under extraordinary conditions and with due acknowledgement of their legal rights. In such cas-

es, appropriate levels of alternative instruction should be available.

a. All exclusions should be for stated periods of time and should include definite provisions for admitting or readmitting the child to school.
b. A child so excluded should remain the continuing responsibility of the schools. During the period in which the student is not in school, plans to modify the child's behavior and meet with parents and others to review the appropriateness of the program are encouraged so that the child can be readmitted as soon as possible.
c. Outside agencies should be involved when necessary to facilitate readmission.
d. An accurate register should be maintained by local school agencies and by state or provincial agencies of all children exempted, excluded, suspended, or expelled from all of parts of school programs and the reasons for the excluding action.
e. To prevent the exclusion of children with exceptionalities from local schools, state and provincial agencies should assess the gaps and needs in community services and cooperate with local schools in filling them.

When behavior triggering disciplinary action is not related to a student's exceptionality or to the provision or lack of provision of special education or related services, an education agency may suspend or expel a student who has a disability using the agency's standards and procedures applicable to students who are not disabled. (Chapter 02, Para. 7)

The Council for Exceptional Children. (1993). *CEC Policy Manual*, Section Three, part 1 (pp. 4-5). Reston, VA: Author.

Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

Creating an Environment of Support and Accountability

Due Process Protections (Procedural Safeguards)

As a final component of quality control, The Council believes that no decisions can be made on behalf of any individual without strict adherence to due process of law. Most significant is our position that all individuals are entitled to adequate representation when such decisions are being made. We support the increasing efforts on the part of governments to officially require the assignment of a surrogate when a family member is not available for purposes of adequately representing the interests of the person with an exceptionality. Ultimately, however, whenever possible, a member of the individual's family provides the most desirable representation. It is also our position that the individual consumer must be given every opportunity to make his or her own decisions, that this is a right provided to all citizens, and that any abridgement of that individual right can only occur upon the proper exercise of law. (Chapter 03, Para. 9)

Confidentiality

The Council for Exceptional Children urges members to adhere to ethical principles and act in compliance with laws and regulations that protect children and their family's right to privacy and that control the use of confidential information regarding children. (Chapter 03, Para. 10)

Program Evaluation

Programs designed for the purpose of providing educational opportunities for children and youth with exceptionalities must not be viewed as static, for the end product must always be the exceptional child and his or her personal improvement. For this reason, all programs should contain plans to evaluate their effectiveness, and the results of such evaluations should be presented for public review.

The Council believes that all legislation to fund existing programs or create new programs should contain mechanisms for effective evaluation and that governmental advisory bodies should review the findings of evaluations on a regular basis. External as well as internal systems of evaluation should be developed to aid in the evaluation of programs for children and youth with exceptionalities. (Chapter 03, Para. 11)

Surgical and Chemical Interventions to Control the Behavior of Human Beings

The Council condemns the inappropriate use of surgical and chemical interventions to control the behavior of human beings. Although these procedures often simplify care and maintenance, the integrity of the individual must transcend any institution's desire for administrative convenience. The Council recognizes that in certain circumstances such interventions may be appropriate; however, they should never be used without the approval of the individual to be treated, or the individual's parents or guardians, or, in circumstances where the individual is a ward of the state, the approval of an appropriate review body before which the individual or his or her representatives are guaranteed all legal due-process rights. (Chapter 03, Para. 15)

Physical Intervention

The Council recognizes the right to the most effective educational strategies to be the basic educational right of each special education child. Furthermore, The Council believes that the least

restrictive positive educational strategies should be used, as it relates to physical intervention, to respect the child's dignity and personal privacy. Additionally, The Council believes that such interventions shall assure the child's physical freedom, social interaction, and individual choice. The intervention must not include procedures that cause pain or trauma. Intervention techniques must focus not only on eliminating a certain undesirable behavior, but also upon a determination of the purpose of that behavior, and the provision/instruction of a more appropriate behavior. Lastly, behavior intervention plans must be specifically described in the child's written educational plan with agreement from the education staff, the parents and, when appropriate, the child.

The Council recommends that physical intervention be used only if all the following requirements are met:

a. The child's behavior is dangerous to herself/himself or others, or the behavior is extremely detrimental to or interferes with the education or development of the child.
b. Various positive reinforcement techniques have been implemented appropriately and the child has repeatedly failed to respond as documented in the child's records.
c. It is evident that withholding physical intervention would significantly impede the child's educational progress as explicitly defined in his or her written educational plan.
d. The physical intervention plan specifically will describe the intervention to be implemented, the staff to be responsible for the implementation, the process for documentation, the required training of staff and supervision of staff as it relates to the intervention, and when the intervention will be replaced.
e. The physical intervention plan will become a part of the written educational plan.
f. The physical intervention plan shall encompass the following provisions:
    1. A comprehensive analysis of the child's environment including variables contributing to the inappropriate behavior.
    2. The plan to be developed by a team including professionals and parents/guardians, as designated by state/provisional and federal law.
    3. The personnel implementing the plan shall receive specific training congruent with the contents of the plan and receive ongoing supervision from individuals who are trained and skilled in the techniques identified in the plan.
    4. The health and medical records of the child must be reviewed to ensure that there are no physical conditions present that would contraindicate the use of the physical intervention proposed.
    5. The impact of the plan on the child's behavior must be consistently evaluated, the results documented, and the plan modified when indicated.

The Council supports the following prohibitions:

a. Any intervention that is designed to, or likely to, cause physical pain.
b. Releasing noxious, toxic or otherwise unpleasant sprays, mists, or substances in proximity to the child's face.
c. Any intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.
d. Any intervention that is designed to subject, used to subject, or likely to subject the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma.
e. Restrictive interventions that employ a device or material or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment may be used by trained personnel as a limited emergency intervention.
f. Locked seclusion, unless under constant surveillance and observation.
g. Any intervention that precludes adequate supervision of the child.
h. Any intervention that deprives the individual of one or more of his or her senses.

The Council recognizes that emergency physical intervention may be implemented if the child's behavior poses an imminent and significant threat to his or her physical well-being or to the safety of others. The intervention must be documented and parents/guardians must be notified of the incident.

However, emergency physical intervention shall not be used as a substitute for systematic behavioral intervention plans that are designed to change, replace, modify, or eliminate a targeted behavior.

Furthermore, The Council expects school districts and other educational agencies to establish policies and comply with state/provincial and federal law and regulations to ensure the protection of the rights of the child, the parent/guardian, the education staff, and the school and local educational agency when physical intervention is applied. (Chapter 03, Para. 16)

Corporal Punishment

The Council for Exceptional Children supports the prohibition of the use of corporal punishment in special education. Corporal punishment is here defined as a situation in which all of the following elements are present: an authority accuses a child of violating a rule and seeks from the child an explanation, whereupon a judgment of guilt is made, followed by physical contact and pain inflicted upon the child. The Council finds no conditions under which corporal punishment so defined would be the treatment of choice in special education. (Chapter 03, Para. 17)

Child Abuse and Neglect

The Council recognizes abused and neglected children as children with exceptionalities. As professionals concerned with the physical, emotional, and mental well-being of children, educators must take an active role in the protection of children from abuse and neglect. The Council reminds its members and citizens in general of the availability of assault and battery statutes and calls upon its members to utilize such statutes when applicable in cases of child abuse. When child abuse occurs, swift action must be taken to report the incident and protect the child. Delays caused by not knowing what to do or failure to take action, contribute to the child's injury. Educators and related personnel are urged to learn how to recognize and report child abuse and neglect and to know the community resources for treating suspected cases. (Chapter 03, Para. 18)

Staff Preparation for Placement

Essential to the appropriate placement of the child with an exceptionality is the preparation of the environment for that child through preservice and/or inservice training of staff and any other necessary accommodations.

Teacher training institutions are challenged to instruct all teacher candidates about current trends in the education of exceptional children.

State and provincial departments of education are charged with the responsibility to promote inservice activities that will update all professional educators and provide ongoing, meaningful staff development programs.

Administrators can have a significant positive influence upon the professional lives of teaching staff and, therefore, upon the educational lives of children. Administrative personnel of school districts are, therefore, charged with the responsibility to promote inservice education and interprofessional exchanges that openly confront contemporary issues in the education of all children. (Chapter 03, Para. 7)

Treatment of Exceptional Persons in Textbooks

The Council proposes the following points as guidelines for early childhood, elementary, secondary, and higher education instructional materials so they more accurately and adequately reflect persons with exceptionalities as full and contributing members of society.

a. In print and nonprint educational materials, 10% of the contents should include or represent children or adults with an exceptionality.

b. Representation of persons with exceptionalities should be included in materials at all levels (early childhood through adult) and in all areas of study.

c. The representation of persons with exceptionalities should be accurate and free from stereotypes.

d. Persons with exceptionalities should be shown in the least restrictive environment. They should be shown participating in activities in a manner that will include them as part of society.

e. In describing persons with exceptionalities, the language used should be nondiscriminatory and free from value judgments.

f. Persons with exceptionalities and persons without exceptionalities should be shown interacting in ways that are mutually beneficial.

g. Materials should provide a variety of appropriate role models of persons with exceptionalities.

h. Emphasis should be on uniqueness and worth of all persons, rather than on the differences between persons with and without exceptionalities.

i. Tokenism should be avoided in the representation of persons with exceptionalities. (Chapter 03, Para. 21)

Technology

The Council for Exceptional Children recognizes that the appropriate application and modification of present and future technologies can improve the education of exceptional persons. CEC believes in equal access to technology and supports equal educational opportunities for technology utilization by all individuals. Present technologies include electronic tools, devices, media, and techniques such as (a) computers and microprocessors; (b) radio, television, and videodisc systems; (c) information and communication systems; (d) robotics; and (e) assistive and prosthetic equipment and techniques. The Council believes in exploring and stimulating the utilization of these technologies in school, at home, at work, and in the community.

CEC encourages the development of product standards and consumer education that will lead to the appropriate and efficient matching of technological applications to individual and local conditions. CEC recognizes the need to communicate market needs and market expectations to decision makers in business, industry, and government.

CEC supports the continuous education of professionals who serve exceptional individuals, through (a) collection and dissemination of state-of-the-art information, (b) professional development, and (c) professional preparation of personnel to perform educational and other services for the benefit of exceptional individuals. (Chapter 03, Para. 22)

The Council for Exceptional Children. (1993). *CEC Policy Manual*, Section Three, part 1 (pp. 8-9, 11-12, 14). Reston, VA: Author.

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Early Childhood

Responsibility of the Schools for Early Childhood Education

Schools have traditionally assumed educational responsibility for children beginning at about age 5 or 6 and ending with late adolescence. Increasingly, it is apparent that formal educational experiences at earlier ages would pay rich dividends in the full development of the capabilities of many children with exceptionalities. Special educators have useful knowledge and many techniques for working with very young children with exceptionalities. What is needed is the identification of children who could benefit from early education and the actual implementation of programs.

Communities should make their schools responsible for conducting search and census operations through which children who may need specialized education at very early ages can be identified. The voluntary enrollment of such children by their parents is inadequate because many parents may not be aware of the child's special needs or of available forms of assistance. Procedures for child study that encourage adaptations to the particular needs of very young children with exceptionalities are an important part of early education programs.

Schools should provide educational services for individuals according to their needs and regardless of age.

Schools should actively seek out children who may have specialized educational needs in the first years of their lives. A particular commitment should be made to initiate homecare training programs for parents of infants with special needs, to establish specialized early childhood and kindergarten programs, and to utilize specialized components of regular early education programs to serve children with exceptionalities. (Chapter 02, Para. 8)

Services to Children with Exceptionalities Ages Birth Through Five

The provision of services to children with exceptionalities from birth through 5 years of age must be made a priority. It is the premise of The Council that lack of such services currently represents the most serious impediment to the development of children with exceptionalities. There is mounting evidence of the effectiveness of programs for very young children with exceptionalities and their families.

Services to young children with exceptionalities are presently provided by a variety of systems at national, state, provincial, and local levels. There is little systematic coordination between agencies, and major service gaps remain unfilled. A national initiative is needed to establish plans for systematic coordination among the social, educational, and health agencies currently serving children with exceptionalities from birth through 5 years in order to ensure maximum benefits for these children and their families, and to plan for the future provision of additional programs to fill major gaps in service to this population.

Wide variations in service arrangements are necessary to meet the individual needs of children. The Council strongly supports the principle that services for young children with exceptionalities, whenever appropriate, be provided in a context that includes children without exceptionalities. Effective integrated experiences can further the development of children with exceptionalities and also can form the roots of respect for diversity in all children. Since the success of integrated programs relies heavily on the provision of specialized teacher training and supportive resources, the importance of such supports should be reflected in legislative and funding directives.

In expanding services for children with exceptionalities from birth through 5 years, it is essential that the central role of the parent in the young child's development be recognized. Programs must be designed to incorporate parental participation and to provide support for families in their role as the child's primary care provider. The training of teachers of young children with exceptionalities should be expanded to include skills in working with parents in mutually helpful ways so that parental and agency efforts in helping the child are strengthened. (Chapter 02, Para. 9)

The Council for Exceptional Children. (1993). *CEC Policy Manual*, Section Three, part 1 (pp. 5-6). Reston, VA: Author.

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Education of the Gifted and Talented

Gifted and Talented Children as Exceptional Children

Special education for the gifted is not a question of advantage to the individual versus advantage to society. It is a matter of advantage to both. Society has an urgent and accelerated need to develop the abilities and talents of those who promise high contribution. To ignore this obligation and this resource is not only shortsighted but does violence to the basic concept of full educational opportunity for all.

Special educators should vigorously support programs for the gifted and talented as consistent with their concept of the need for special assistance for all children with exceptionalities. Such programs should reflect both the cognitive and noncognitive needs of the gifted and talented. (Chapter 07, Para. 1)

Identification

Gifted and talented children are those who are capable of high performance as identified by professionally qualified personnel. These children require different educational programs and/or services beyond those normally provided by the regular school program in order to realize their full potential in contribution to self and society.

Broad search and an early identification system for the identification of gifted and talented children within all sectors of the population should be the hallmark of an adequate educational system. Identification procedures should also reflect individual means of identifying children with general intellectual ability, specific academic abilities, leadership abilities, and abilities in the fine and performing arts. (Chapter 07, Para. 2)

Delivery of Services

No single administrative plan or educational provision is totally appropriate for the gifted and talented. Certain administrative and instructional arrangements may provide settings in which the gifted and talented are likely to perform more adequately. In the final analysis, however, the task is one of accommodation to the needs of the individual.

New arrangements and new provisions must be utilized, including freedom to pursue interests which might not fit the prescribed curriculum, opportunities for open blocks of time, opportunities for consultation with persons and use of resources external to the classroom, and opportunities to bypass those portions of the curriculum that have been previously achieved by the individual. These kinds of arrangements must present options across all educational settings and procedures within all programs for the gifted and talented, whether in the regular classroom or in highly specialized situations.

Special education for the gifted and talented demands individualization within special programs in terms of student needs, as well as differentiation between programs for the gifted and talented and programs for other children and adults.

A program of special education for the gifted and talented should provide continuing and appropriate educational experiences from preschool into adult years. (Chapter 07, Para. 3)

Preparation of School and Leadership Personnel

Special preparation is required for those educators who have either specific or general responsibilities for educating the gifted and talented. Teachers and other professional educators who work with the gifted and talented need special training in both program content and process skills. Such training should be recognized by appropriate certification in the case of teachers and should receive the general support of local, state, provincial, federal, and private interests. (Chapter 07, Para. 4)

Demonstration Programs

The preparation of school personnel in the education of the gifted and talented should be carried out in settings which permit opportunities to examine relevant research and to observe innovative administrative provisions and exemplary instruction. This requires extensive library services, ongoing research or access to such research, and most importantly, centers in which teachers may observe and try out new styles of teaching appropriate to the education of the gifted and talented.

Special model or demonstration programs should be established to illustrate to educators and others the kind and range of innovative program efforts that are possible and effective in the education of gifted and talented students. (Chapter 07, Para. 5)

Research and Development

Research and development resources should be focused on the needs of the gifted and talented in order to develop new methodologies and curricula and to allow educators and others to evaluate current and proposed methods. (Chapter 07, Para. 6)

Parents and the Public

One responsibility of the special educator is to educate the parents of gifted and talented children concerning their children's needs and rights.

The educational needs of the gifted and talented also warrant planned programs of public information, particularly at the local community level. Special educators should accept these responsibilities as an important part of their professional involvement. (Chapter 07, Para. 7)

Financial Support

Although programs for the gifted and talented can sometimes be initiated at relatively modest cost, it is important that funds for this purpose be earmarked at local, state or provincial, and national levels.

Principal expenditures should be directed toward the employment of leadership personnel, the development of methods and programs, and of particular importance at the local level, the preparation of persons for the support and implementation of such methods and programs in the schools.

The importance of optimal educational services for the gifted and talented merits the expenditure of funds in appropriate amounts toward this end by all levels of government as well as by other sources. (Chapter 07, Para. 8)

The Council for Exceptional Children. (1993). *CEC Policy Manual*, Section Three, part 1 (pp. 19-20). Reston, VA: Author.

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Managing Communicable Diseases and Students with Special Health Care Needs

Managing Communicable and Contagious Diseases

Controlling the spread of communicable and contagious diseases within the schools has always been a problem faced by educators, the medical profession, and the public. Effective policies and procedures for managing such diseases in the schools have historically been developed by health agencies and implemented by the schools. These policies and procedures were primarily designed to manage acute, temporary conditions rather than chronic conditions that require continuous monitoring and remove children from interaction with other children while the condition is contagious or communicable.

Recent public awareness of chronic infectious diseases such as those with hepatitis B-virus, cytomegalovirus, herpes simplex virus, and HIV have raised concerns necessitating the reassessment or at least clarification of school policies and procedures. The Council believes that having a chronic infection does not in itself result in a need for special education. Further, The Council believes that schools and public health agencies should assure that any such infectious and communicable disease policies and procedures:

a. Do not exclude the affected child from the receipt of an appropriate education even when circumstances require the temporary removal of the child from contact with other children.
b. Provide that determination of a nontemporary alteration of a child's educational placement should be done on an individual basis, utilizing an interdisciplinary/interagency approach including the child's physician, public health personnel, the child's parents, and appropriate educational personnel.
c. Provide that decisions involving exceptional children's nontemporary alterations of educational placements or services constitute a change in the child's Individualized Education Program and should thus follow the procedures and protections required.
d. Recognize that children vary in the degree and manner in which they come into contact with other children and school staff.
e. Provide education staff with the necessary information, training, and hygienic resources to provide for a safe environment for students and educational staff.
f. Provide students with appropriate education about infectious diseases and hygienic measures to prevent the spread of such diseases.
g. Provide, where appropriate, infected children with education about the additional control measures that they can practice to prevent the transmission of the disease agent.
h. Enable educational personnel who are medically at high risk to work in environments that minimize such risk.
i. Provide educational personnel with adequate protections for such personnel and their families if they are exposed to such diseases through their employment.

The Council believes that special education personnel preparation programs should:

a. Educate students about infectious diseases and appropriate methods for their management.
b. Counsel students about how to determine their level of medical risk in relation to certain diseases and the implications of such risk to career choice.

The Council believes that the manner in which policies for managing infectious diseases are developed and disseminated is important to their effective implementation. Therefore the following must be considered integral to any such process:

a. That they be developed through the collaborative efforts of health and education agencies at both the state, provincial and local levels, reflecting state, provincial and local educational, health, and legal requirements.
b. That provision is made for frequent review and revision to reflect the ever-increasing knowledge being produced through research, case reports, and experience.
c. That policies developed be based on reliable identified sources of information and scientific principles endorsed by the medical and educational professions.
d. That such policies be understandable to students, professionals, and the public.
e. That policy development and dissemination be a continual process and disassociated from pressures associated with precipitating events. (Chapter 03, Para. 19)

Students with Special Health Care Needs

The Council for Exceptional Children believes that having a medical diagnosis that qualifies a student as one with a special health care need does not in itself result in a need for special education. Students with specialized health care needs are those who require specialized technological health care procedures for life support and/or health support during the school day. The Council believes the policies and procedures developed by schools and health care agencies that serve students with special health care needs should:

a. Not exclude a student from receipt of appropriate special education and related services.
b. Not exclude a student from receipt of appropriate educational services in the least restrictive environment.
c. Not require educational agencies to assume financial responsibility for noneducationally related medical services.
d. Define clearly the type, nature, and extent of appropriate related services to be provided and the nature of the appropriate provider.
e. Assure that placement and service decisions involve interdisciplinary teams of personnel knowledgeable about the student, the meaning of evaluation data, and placement options.
f. Promote a safe learning environment, including reasonable standards for a clean environment in which health risks can be minimized for all involved.
g. Provide assurance that health care services are delivered by appropriate and adequately trained personnel.
h. Provide appropriate medical and legal information about the special health care needs of students for all staff.
i. Provide appropriate support mechanisms for students, families, and personnel involved with students with special health care needs.
j. Provide appropriate and safe transportation.

The Council for Exceptional Children believes that special education personnel preparation and continuing education programs should provide knowledge and skills related to: (1) the nature and management of students with special health care needs; (2) exemplary approaches and models for the delivery of services to students with special health care needs; and (3) the importance and necessity for establishing support systems for students, parents/families, and personnel.

Recognizing that this population of students is unique and relatively small, The Council for Exceptional Children still believes that the manner in which policies are developed and disseminated related to students with special health care needs is critically important to effective implementation. In development of policy and procedure for this low-incidence population, the following must be considered integral to any such process:

a. That it be developed through collaborative efforts of health and education agencies at state, provincial, and local level.
b. That it reflects federal, state, provincial, and local educational, health, and legal requirements.
c. That it provides for frequent review and revision of intervention techniques and programs as a result of new knowledge identified through research, program evaluation and monitoring, and other review mechanisms.
d. That policies are supported by data obtained from medical and educational professions.

e. That policy development is easily understandable by students, professionals, and the public at large.

f. That policy development and dissemination should be a continual process and disassociated from pressures associated with precipitating events. (Chapter 03, Para. 23)

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Community-Based Services

Prerequisites

Significant nationwide trends, both to reduce the populations of institutions and to improve the services provided for those who are institutionalized, necessitate comprehensive public policies on community-based services. Numerous exceptional children and adults reside in institutions. The quantity and quality of educational and other service programs provided in these facilities vary greatly. Considerable evidence, however, has been collected demonstrating that many institutions for exceptional citizens have failed to meet the needs of their residents. Institutionalization, in many instances, has violated basic individual rights and fostered inhumane deprivation. Rights violated include the opportunity to live in a humane environment and be provided with individual programs of treatment designed to allow each person to develop to the greatest degree possible.

Despite public and professional awareness of deplorable institutional conditions, persons with exceptionalities who could not live in natural homes were routinely placed in institutions. Alternative service arrangements were usually not available and an implicit assumption was made that some persons with disabilities were incapable of growth. The lack of quality services and the stigma of negative attitudes must be changed.

The Council, recognizing the necessity for community-based services, maintains that the human services system must adhere to the principle of normalization to avoid destructive individual and societal consequences and adhere to the following prerequisites:

a. Central to a person's growth and dignity is a right to live within the community, with access to high quality and appropriate services.
b. A legal mandate with fixed responsibility must exist providing community services for all persons, including those now institutionalized.
c. The goal of community services is to assure the greatest developmental gains on the part of the individual through maximum flexibility in all services.
d. The ongoing process of normalizing the service system requires developing a continuum of community-based living environments and the selective use of the full range of services available to the entire community.
e. Multiple and diverse methods of safeguarding program quality are essential at every level of responsibility.
f. All programs provided to exceptional persons must include written standards governing service delivery.
g. When a state restricts an individual's fundamental liberty, it must adhere to the principle of least restrictive environment and, further, absolutely guarantee due process. (Chapter 06, Para. 1)

Characteristics

A comprehensive community-based service system for exceptional persons should reflect the following characteristics:

a. Services must meet the needs of persons of all ages, must accommodate the problems of individuals possessing all degrees of disabilities, and be available when needed and where needed by the individual.
b. Services must be appropriately located in populous neighborhoods and should be compatible with the surrounding community.
c. Services must be based upon a systematic plan for continuity that interrelates with other established services.
d. Services must have a legally vested authority that enables the fixing of responsibility and accountability with implementation power.

e. Services must be designed to permit the placement of exceptional persons in high quality programs in the least restrictive environment.
f. Services must be economically sound in meeting human development needs. (Chapter 06, Para. 2)

The Need for Flexibility and Development

Because of rapid changes and developments in the environmental factors that influence the characteristics of children and the conditions of their lives, special education should maintain a flexibility that permits it to adapt to changing requirements.

Some of the events and changes that have had major impact on special education in recent years are the following: a rubella epidemic, discovery of preventatives for retrolental fibroplasia, increasing numbers of premature births, increasing awareness of the deleterious effects of poverty and malnutrition, new techniques in surgical intervention, invention of individual electronic hearing aids, and adaptation of low-vision aids. Changes and developments in public health, medicine, technology, and social programs may have only a small total effect on school systems, but they frequently have major impacts on special education programs. Changes in one aspect of special education are quickly reflected in other aspects of the field as, for example, the rapid development of day school programs for children with exceptionalities which has been reflected in a more severely disabled population in residential schools.

Special educators must seek to be highly flexible in the provision of services and the use of technology and techniques to meet the changing needs of children with exceptionalities.

School administrators and special educators have particular responsibility for sustaining their professional awareness and development as a basis for changing programs to meet changing needs. (Chapter 06, Para. 3)

Prevention of Disabling Conditions

Increasing knowledge of the biological and social causes of many disabling conditions now makes some conditions preventable. The Council believes that appropriate prenatal counseling and care and intervention services could prevent or reduce the severity of many disabling conditions. Therefore, The Council believes that there should be substantial governmental attention and resources devoted to prevention and the amelioration of the impact of disabling conditions including:

a. Research and development.
b. Public awareness.
c. Prenatal services.
d. Child- and family-centered early intervention services.
e. Family and parenting education and support programs for teenagers and other high-risk populations.
f. Reduction of social and environmental factors that cause disabling conditions. (Chapter 06, Para. 4)

The Council for Exceptional Children. (1993). *CEC Policy Manual*, Section Three, part 1 (pp. 17-18). Reston, VA: Author.

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Testing

Group Intelligence Testing

a. Psychological tests of many kinds saturate our society and their use can result in the irreversible deprivation of opportunity to many children, especially those already burdened by poverty and prejudice.

b. Most group intelligence tests are multileveled and standardized on grade samples, thus necessitating the use of interpolated and extrapolated norms and scores.

c. Most group intelligence tests, standardized on LEAs rather than on individual students, are not standardized on representative populations.

d. In spite of the use of nonrepresentative group standardization procedures, the norms are expressed in individual scores.

e. Most group intelligence tests, standardized on districts which volunteer, may have a bias in the standardization.

f. Many of the more severely disabled and those expelled or suspended have no opportunity to influence the norms.

g. Group intelligence tests are heavily weighted with language and will often yield spurious estimates of the intelligence of non-English speaking or language different children.

h. A group intelligence test score, although spurious, may still be a good predictor of school performance for some children.

i. School achievement predicts future school performance as well as group intelligence tests, thus leaving little justification for relying on group intelligence tests.

j. One of the most frequent abuses of group intelligence tests is the use of such tests with populations for which they are inappropriate.

The Council goes on record in full support of the recommendations of the "Classification Project" (Nicholas Hobbs, *The Futures of Children*, 1975, pp. 237-239) pertaining to group intelligence testing as follows:

a. "... That there be established a National Bureau of Standards for Psychological Tests and Testing."

b. That there be established "minimum guidelines with respect to the utilization of psychological tests for the classification of children."

c. "That organizations that make extensive use of educational and psychological tests...should establish review boards to monitor their testing programs."

Until these three recommendations are accomplished, The Council encourages a moratorium on the use of group intelligence tests by individual school districts for the purpose of identifying children with exceptionalities. (Chapter 03, Para. 13)

Minimal Competency Testing

While most students with exceptional needs have been assured of their right to public education along with their peers, they have not been similarly assured of the opportunity to complete their education, graduate, and receive a diploma signifying their achievement. There exist considerable variations and inconsistencies within and among the states and provinces regarding graduation requirements for pupils with exceptional needs and the procedures for their receiving, or not receiving, a diploma.

An emerging issue that compounds these variations and inconsistencies is the minimal competency testing movement, which uses established test results as standards for the granting of diplomas or for the determination of grade placement. Unless educational policies in this area are formulated in order to resolve these inconsistencies, eliminate potentially discriminatory practices, and assure that graduation and grade placement

requirements are equitably applied to all students, many of the educational gains made by pupils with exceptional needs could be threatened or delayed.

The Council believes that educational policies governing minimal competency testing and graduation and/or grade placement requirements for pupils with exceptional needs should be developed at the state, provincial, and local levels. These policies should incorporate the following principles:

a. Every pupil with exceptional needs should have available the opportunity to demonstrate minimal competency.

b. Alternative methods of minimal competency testing and the demonstration of minimal competency should be available to pupils with exceptional needs to assure that the competency level is being tested rather than the exceptionality.

c. The Individualized Education Program (IEP) should be the vehicle for individually addressing the method by which each pupil with exceptional needs may demonstrate minimal competency standards and/or any differential standards that may be used.

d. The application of minimal competency testing programs to pupils with exceptional needs should provide for adequate phase-in periods and educational preparation time.

e. A minimal competency testing program for students with exceptional needs should provide successive opportunities to demonstrate competency, as well as adequate and appropriate remedial programs to address areas in which competency is not sufficiently demonstrated.

f. Only one type of diploma should be granted to all students, and it should be accompanied by grade transcripts and/or course-of-study description.

g. The successful implementation of a minimal competency testing program, including its application to pupils with exceptional needs, requires the cooperative efforts of regular educators, special educators, and parents in its planning, application, and evaluation. (Chapter 03, Para. 14)

The Council for Exceptional Children. (1993). *CEC Policy Manual*, Section Three, part 1 (pp. 10-11). Reston, VA: Author.

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Ethnic and Multicultural Groups

Preamble

The Council believes that all policy statements previously adopted by CEC related to children with and without exceptionalities, as well as children with gifts and talents, are relevant and applicable to both minority and nonminority individuals. In order to highlight concerns of special interest to members of ethnic and multicultural groups, the following policy statements have been developed. (Chapter 08, Para. 1)

Ethnicity and Exceptionality

The Council recognizes the special and unique needs of members of ethnic and multicultural groups and pledges its full support toward promoting all efforts which will help to bring them into full and equitable participation and membership in the total society. (Chapter 08, Para. 2)

Identification, Testing, and Placement

The Council supports the following statements related to the identification, testing, and placement of children from ethnic and multicultural groups who are also exceptional.

a. Child-find procedures should identify children by ethnicity as well as type and severity of exceptionality or degree of giftedness.
b. Program service reporting procedures should identify children by ethnicity as well as exceptionality or degree of giftedness.
c. All testing and evaluation materials and methods used for the classification and placement of children from ethnic and multicultural groups should be selected and administered so as not to be racially or culturally discriminatory.
d. Children with exceptionalities who are members of ethnic and multicultural groups should be tested in their dominant language by examiners who are fluent in that language and familiar with the cultural heritage of the children being tested.
e. Communication of test results with parents of children from ethnic and multicultural groups should be done in the dominant language of those parents and conducted by persons involved in the testing or familiar with the particular exceptionality, fluent in that language, and familiar with the cultural heritage of those parents.

All levels of government should establish procedures to ensure that testing and evaluation materials and methods used for the purpose of classification and placement of children are selected and administered so as not to be linguistically, racially, or culturally discriminatory. (Chapter 08, Para. 3)

Programming and Curriculum Adaptation

The Council supports the following statements related to programming and curriculum adaptation for children from ethnic and multicultural groups:

a. Long-term placement should be avoided unless students are reevaluated at prescribed intervals by individuals qualified in assessing such students with the most appropriate culture-free assessment instruments available.
b. All school districts should take necessary steps to ensure that both students and their parents fully comprehend the implications of and the reasons for proposed programming decisions, including the nature and length of placement. Parents should be fully involved in the decision-making process.
c. Culturally appropriate individualized education programs should be designed that include the child's present level of educational performance, annual goals, short-term objectives, and specific educational services to be provided.

d. It is of utmost importance to identify children's relative language proficiency so that language-appropriate special education programs may be provided (e.g., bilingual special education and special education programs incorporating English-as-a-Second-Language instruction).
e. Children with exceptionalities who are members of ethnic and multicultural groups should have access to special cultural and language programs provided to nonexceptional group members, with the necessary program adaptations to make the program beneficial to the exceptional child or youth.
f. Culturally appropriate educational materials should be readily available in ample quantity so that all students, including those from ethnic and multicultural groups, may benefit from their content.
g. Curriculum should be adapted or developed to meet the unique needs of children from all cultural groups. Curriculum should include a multicultural perspective that recognizes the value of diverse cultural traditions to society as well as the contributions of all cultural groups of American and Canadian society.
h. It is critical for teachers to recognize individual language and cultural differences as assets rather than deficits. Furthermore, those assets should be utilized to enhance education for all children, including those from ethnic and multicultural groups. (Chapter 08, Para 4)

Technical Assistance and Training

Special and unique concerns of Council members from ethnic and multicultural groups that are related to technical assistance, training, and services will receive the attention and support of the Special Assistant to the Executive Director for Ethnic and Multicultural Concerns. (Chapter 08, Para. 5)

Special Projects

a. The Council will continue its interests in projects that meet the needs and concerns of all its membership. Furthermore, The Council will actively search for projects that include special concerns of members from ethnic and multicultural groups.
b. Projects that include special and unique concerns of members from ethnic and multicultural groups to be considered for development and implementation will receive the combined attention and support of various Council staff and the Special Assistant to the Executive Director for Ethnic and Multicultural Concerns.
c. All projects of The Council will include opportunities for perspective and participation by ethnic and multicultural groups in formulation, implementation, and evaluation phases. (Chapter 08, Para. 6)

Cooperation with Organizations, Disciplines, and Individuals

a. The Council will support efforts to explore with other organizations mutual concerns and issues related to ethnic and multicultural children and their families. In the process, The Council will take care not to intervene in the internal affairs of any of the other organizations.
b. The Council will support efforts to work cooperatively with other organizations in activities and services related to children with exceptionalities from ethnic and multicultural groups and their families. (Chapter 08, Para. 7)

Migrant Exceptional Students

Exceptional students who are mobile, due to their parents' migrant employment, experience reduced opportunities for an appropriate education and a reduced likelihood of completing their education. Child-find and identification policies and practices, designed for a stationary population, are inadequate for children who move frequently. Incomplete, delayed, or inadequate transfer of records seriously impedes educational continuity. Interstate/provincial differences in special education eligibility requirements, programs and resources, minimum competency testing, and graduation requirements result in repetition of processing formalities, gaps in instruction, delays in the resumption of services, an inability to accumulate credits for graduation, and other serious inequities. In addition to the disruption of learning, mobility disrupts health care, training, teacher-student rapport, and personal relationships.

The Council believes that educational policies and practices should be developed at federal, state/provincial, and local levels to improve access to education for migrant children and youth with exceptionalities. These policies should include:

a. A national system for the maintenance and transferal of special education records for migrant students with exceptionalities.
b. Intrastate/provincial and interstate/provincial cooperation in the transfer of records and of credits.
c. Flexibility in high school credit accumulation for migrant students with exceptionalities.
d. Joint planning, coordination, and shared responsibility among special education, migrant education, bilingual education, and related programs.
e. Funding patterns that adjust for variations in enrollment.
f. Flexible scheduling and other programming options that adjust for student mobility.
g. Routine monitoring of activities undertaken to identify the migrant exceptional student and to ensure educational continuity.
h. Ongoing research efforts to promote, improve, support, and evaluate the education of migrant students with exceptionalities.
i. Personnel training.
j. Parent and family information programs to facilitate record transfer. (Chapter 02, Para. 11)

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Career Education and Transition

Responsibilities for Providing Continuing Education Services to Exceptional Youth

The Council believes that education is a lifelong process and that, instead of age, competency and maximal development should be the terminating factor with regard to formal schooling. It also believes that individuals with learning problems, particularly exceptional youth, frequently need education and periodic reeducation beyond the traditional school attendance ages to encourage their continuing development. These options might include postsecondary education, vocational education, job training, employment counseling, community living skills, and placement services in order to maximize their ability to contribute to society. (Chapter 02, Para. 10)

Career Education

Career education is the totality of experience through which one learns to live a meaningful, satisfying work life. Within the career education framework, work is conceptualized as conscious effort aimed at producing benefits for oneself and/or others. Career education provides the opportunity for children to learn, in the least restrictive environment possible, the academic, daily living, personal-social and occupational knowledge, and specific vocational skills necessary for attaining their highest levels of economic, personal, and social fulfillment. The individual can obtain this fulfillment though work (both paid and unpaid) and in a variety of other social roles and personal lifestyles, including his or her pursuits as a student, citizen, volunteer, family member, and participant in meaningful leisure time activities.

Children with exceptionalities (i.e., those whose characteristics range from profoundly and severely disabled to those who are richly endowed with talents and/or intellectual giftedness) include individuals whose career potentials range from sheltered to competitive work and living arrangements. Children with exceptionalities require career education experiences which will develop to the fullest extent possible their wide range of abilities, needs, and interests.

It is the position of The Council that individualized appropriate education for children with exceptionalities must include the opportunity for every student to attain his or her highest level of career potential through career education experiences. Provision for these educational experiences must be reflected in an individualized education program for each exceptional child that must include the following:

a. Nondiscriminatory, ongoing assessment of career interests, needs, and potentials which assures recognition of the strengths of the individual which can lead to a meaningful, satisfying career in a work-oriented society. Assessment materials and procedures must not be discriminatory on the basis of race, sex, national origin, or exceptionality.
b. Career awareness, exploration, preparation, and placement experiences in the least restrictive school, living, and community environments that focus on the needs of the exceptional individual from early childhood through adulthood.
c. Specification and utilization of community and other services related to the career development of exceptional individuals (e.g., rehabilitation, transportation, industrial and business, psychological).
d. Involvement of parents or guardians and the exceptional student in career education planning.

Career education must not be viewed separately from the total curriculum. Rather, career education permeates the entire school program and even extends beyond it. It should be an infusion throughout the curriculum by knowledgeable

teachers who modify the curriculum to integrate career development goals with current subject matter, goals, and content. It should prepare individuals for the several life roles that make up an individual's career. These life roles may include an economic role, a community role, a home role, an avocational role, a religious or moral role, and an aesthetic role. Thus, career education is concerned with the total person and his or her adjustment for community working and living. (Chapter 03, Para. 20)

Special Education's Responsibilities to Adults with Disabilities—Preamble

The Council believes that most students can learn to become contributing citizens, family members, employees, learners, and active participants in meaningful vocational, recreational, and leisure pursuits. We believe, therefore, that it is an important purpose of education to assist students in the attainment of such outcomes. Further, we believe that education from early childhood through adult education should focus on assuring that students with exceptionalities attain such outcomes. (Chapter 09, Para. 1)

Collaborative Responsibilities

In order to assist students with exceptionalities to become productive workers and independent adults, special education should work in collaboration with adult service agencies to influence the provision of needed services from such agencies. Collaboration should include:

a. Working with postsecondary vocational/technical institutions, adult education, rehabilitation, and independent living centers that assess, train, and place persons with exceptionalities in meaningful work situations.
b. Interaction and collaboration to provide relevant information to agencies and organizations that will assist them to conduct job site assessments, training follow-up, and continuing training or education for persons with exceptionalities.
c. Assisting appropriate special educators to become knowledgeable about their community's labor market needs and build close working relationships and partnerships with the business and industrial sector so that receptivity toward potential employees with exceptionalities is increased.
d. Promotion of adult and continuing education and literacy service opportunities for adults with exceptionalities.
e. Conducting systematic follow-up studies on former students so that curriculum and instruction can be appropriately modified to be responsive to employment and independent living needs.
f. Advocating the elimination of attitudinal and physical barriers that reduce the ability of these individuals to fully participate in society and increase vocational, recreational, and leisure opportunities.
g. Supporting the participation of special educators on advisory committees and in staff development and inservice training programs of agencies, organizations, and the business and industrial sector that address the needs of adults with exceptionalities and how they can be met.
h. Promoting an early, close working relationship with adult service agency personnel, so secondary students can be provided more successful transition from school to adult life, and advocating for the provision of needed adult services by these agencies. (Chapter 09, Para. 2)

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